**Lesson Plan Format**

Accomplishments of Then and Now

**Teacher Candidate \_\_\_Maria Pacheco\_\_\_ Grade Level\_4th\_\_ Date of lesson\_11/29/11\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

* **16.A.3b** Make inferences about historical events and eras using historical maps and other historical sources.
* **16.A.2c** Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.
* **16.D.2b (US)** Describe the ways in which participation in the westward movement affected families and communities.
* **18.A.3** Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.
* **18.C.3b** Explain how diverse groups have contributed to U.S. social systems over time.
* students should gain the skill of understanding accomplishments made as a result of westward expansion while identifying certain problems that may/did arise from the accomplishment (i.e., many people did not receive their mail via the Pony Express or received it very late), then present a way that the United States and its people did to fix this problem (i.e., today, we use technology and transportation so not much mail is lost and mail arrives in a timely fashion.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

* Students will have prior knowledge about the importance of people moving, facts regarding the westward movement, contemporaries that lived in the 1840’s, and collecting and analyzing data.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

* Students will be able to identify accomplishments (such as the building of railroads) as a result of westward expansion.
* Students will be able to identify problems that may arise from certain accomplishments and how those problems can be fixed.
* Students will be able to relate problems and accomplishments of the 19th century to modern days and their own lives.
* Students will have worked cooperatively in a group, resulting in a cohesive presentation of the information they learned.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

* Groups will be assessed based on their visual aid and presentation of information. They will also be assessed on the way they answer the questions presented by the students (if they do not know the answer, they should at least attempt to answer it based on supplemental information they have gotten from the research.) I will assess groups based on the fact that they followed the assignment, including all necessary elements of the project.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Students’ Social Studies Journal
* Copy of handout describing the project (one for each student)
* Fischer, David Hackett and James C. Kelly. *Bound Away: Virginia and the Westward Movement*
* Cohen, Paul. *Mapping the West: America’s Westward Movement 1524-1890*
* Hauswald, Carol. *Westward Movement: Expanding America’s Boundaries, 1800-1900*
* Kopp, Kathleen. *Technology Connections for Westward Movement*
* Internet-ready computers
* Card with one accomplishment written on it:
  + Pony Express
  + Railroad Building
  + Newspapers
  + Medicine of the 19th century
  + Music of the 19th century
  + Telegraph
  + Covered wagons
  + Early Transportation
  + Log Cabin construction
  + Art of the 19th century
* Various mediums for presentations
  + Poster, markers, scissors, paper, glue
  + Video camera (may be provided by students)
  + Computers with presentation programs (i.e., PowerPoint)
* Various mediums for presenting information
  + Television with VCR
  + Computer with attached projector and screen
  + Large area for poster presentations and group members to stand (all students should be able to see this area with no interferences)

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Inquiry: students will be conducting research on their topics and find out as much as you can about it in regards to the 19th century, during the time of the westward movement**.**

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

* Introduce the various “achievements” of westward expansion by posting the note cards on a board and tell the students they have 3 minutes to decide on their topic. Once a group has decided on a topic, they take the note card from the board so another group cannot take the same topic.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

* Pass out the handout describing the assignment to students, who are seated at their desk.
* Read over the handout aloud as the students read silently along.
* Tell the students that they can find a partner (or a group of three depending on class size) to do this project. Students hand in a sheet of paper with their two (or three) names written on it.
  + Groups should be around 4 students, if there is not an even number of students, some groups can consist of 5 students. Groups should not exceed 5 students.
* Tell the students to get together with each other in a neutral area (i.e., one group gets together on the carpet area)
* Students should decide on roles and how they want to display their information (i.e., through a video, PowerPoint presentation, etc.)
* Allow groups several days to research their accomplishment. I will provide assistance when necessary and encourage students to
  + While students are researching, have them sign up for times that they will present, this way they will be prepared for their presentation.
* On the day of presentations, allow students to organize their information prior to their presentation
* Before the presentations, tell the class that they will have to write one question from the presentation in their social studies journals.
  + After each presentation, ask 5 students to volunteer to ask their question and have the group answer it.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

* Groups need to decide how you will present your information.

It can be a PowerPoint, a video, posters, and simulation, or another idea that you create!

* You will have 10 minutes to present what you learned to the class. Each member of your group must talk at least once during your presentation.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
|  |  | *If groups are struggling with organizing their thoughts, encourage them to use a concept map in which they map out “information about the Pony Express (the accomplishment),” “Three problems that the Pony Express experienced,” “How did/can those problems get/be solved?” and “How has the Pony Express affected us today?” This way, students have an organized way of finding information and understand its effects.* |
|  |  | *For students who may struggle with reading the type of texts often offered on the internet, offer several books which are of a lower level but still convey the same type of information.* |
|  |  | *For students with special needs, their group should find strengths of that individual and allow that to be their contribution to the group. For example, if a student cannot read on a computer due to a visual impairment or an academic reason, give them another task, such as keeping group members on task.* |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?